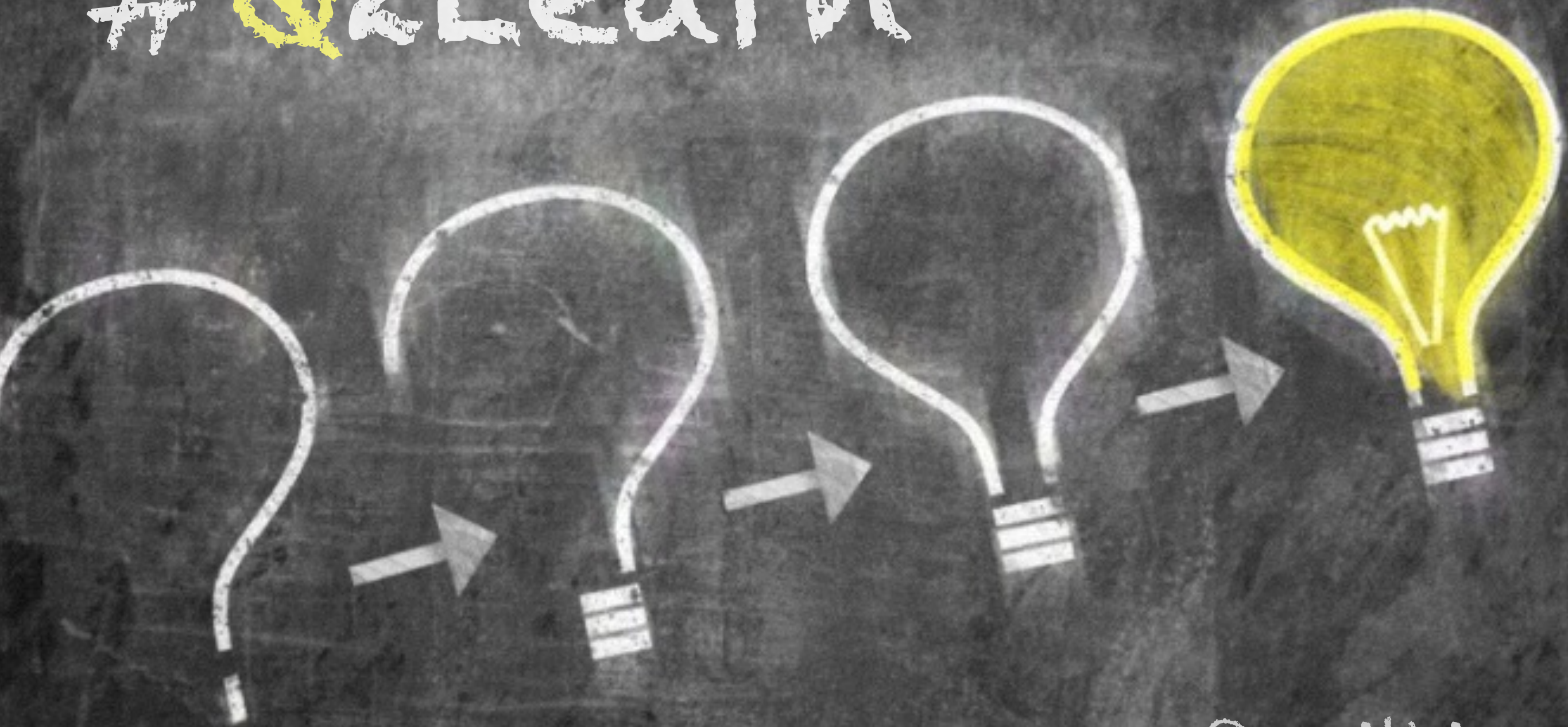


#Q2Learn



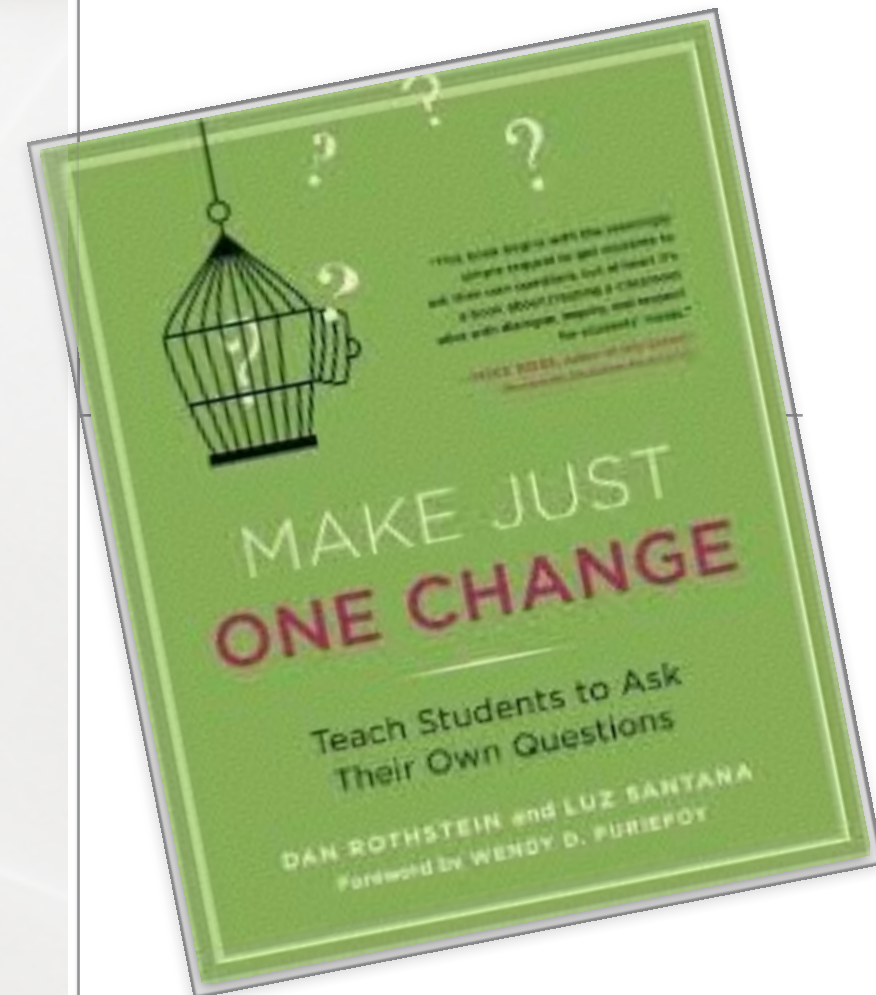
@sewilkie



@roybps

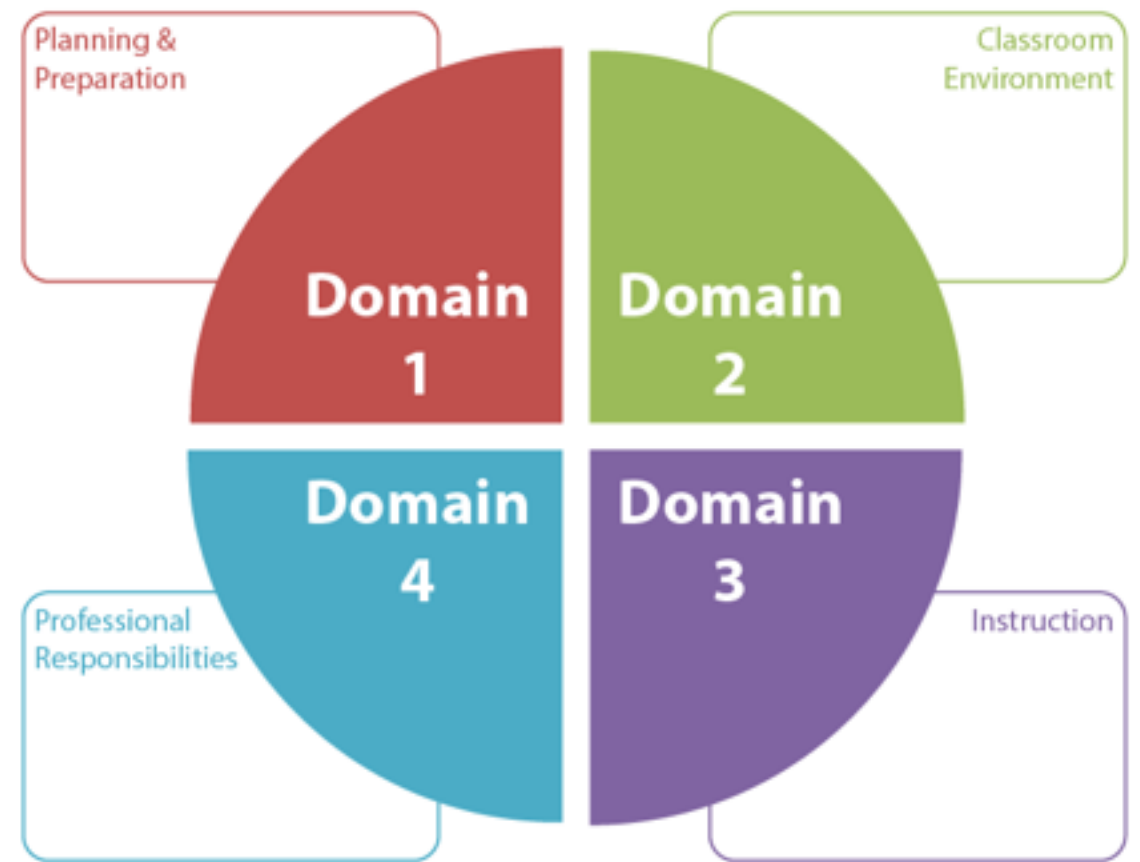
#blc16

***“Formulating
one’s own questions
is the single most
essential skill
for learning”.***



Rothstein & Santana, Harvard Education Press

Danielson's Framework for Teaching



Domain #3 - Instruction

3a: Communicating w Students

3b: Using Questioning & Discussing Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility & Responsiveness

from Engagement to Empowerment!



TWO HATS



Share your Thinking...

Ask as many questions as you can

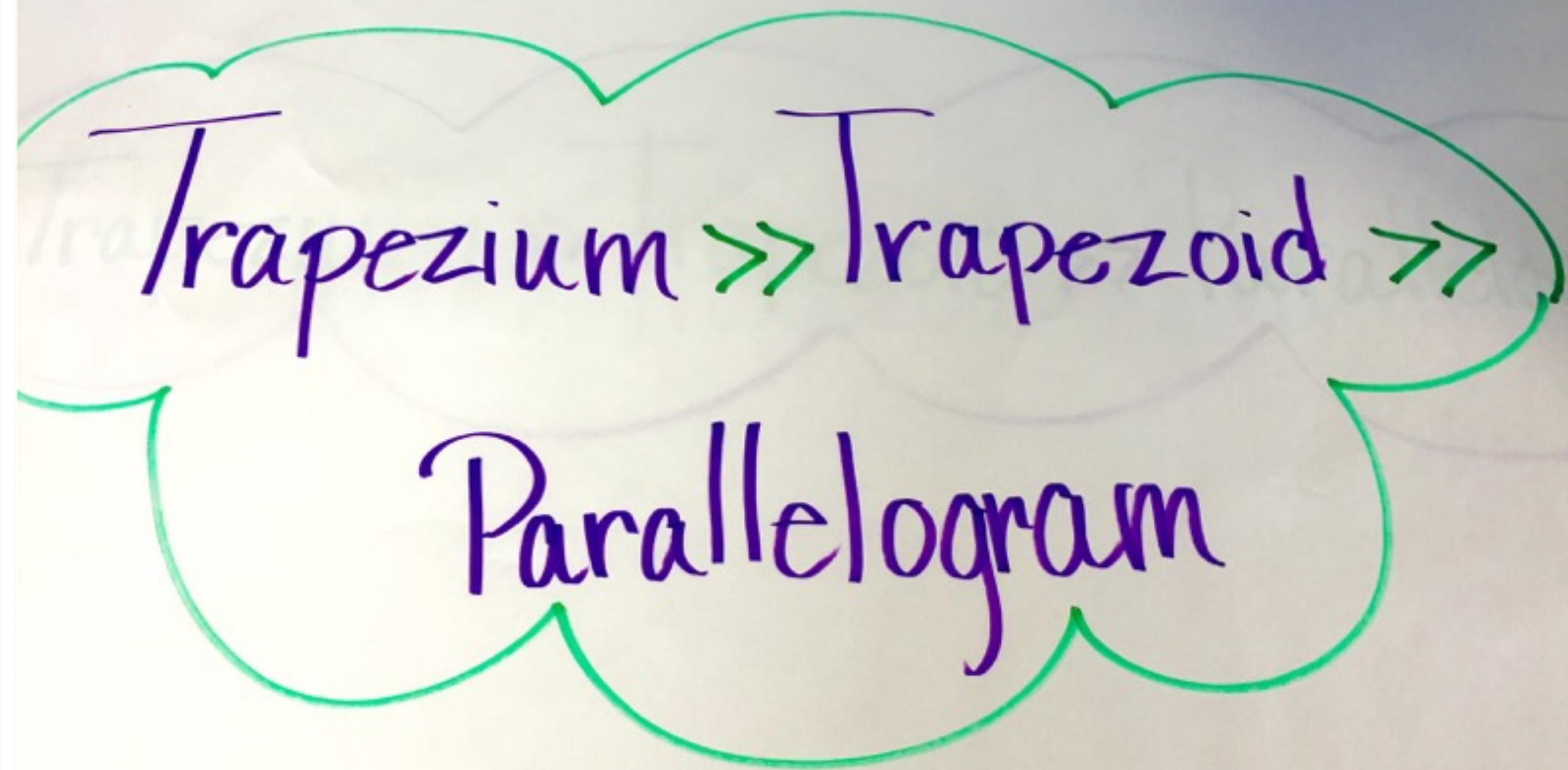
Do not stop to answer, judge or to discuss the questions

Number each question

Write down every question *exactly* as it is stated

Change any statement into a question





Our Focus

remember the rules...



Categorize Questions

Closed - yes, no, 1-word or 1 -
right answers

Open - require more explanation

CLOSED
-ENDED

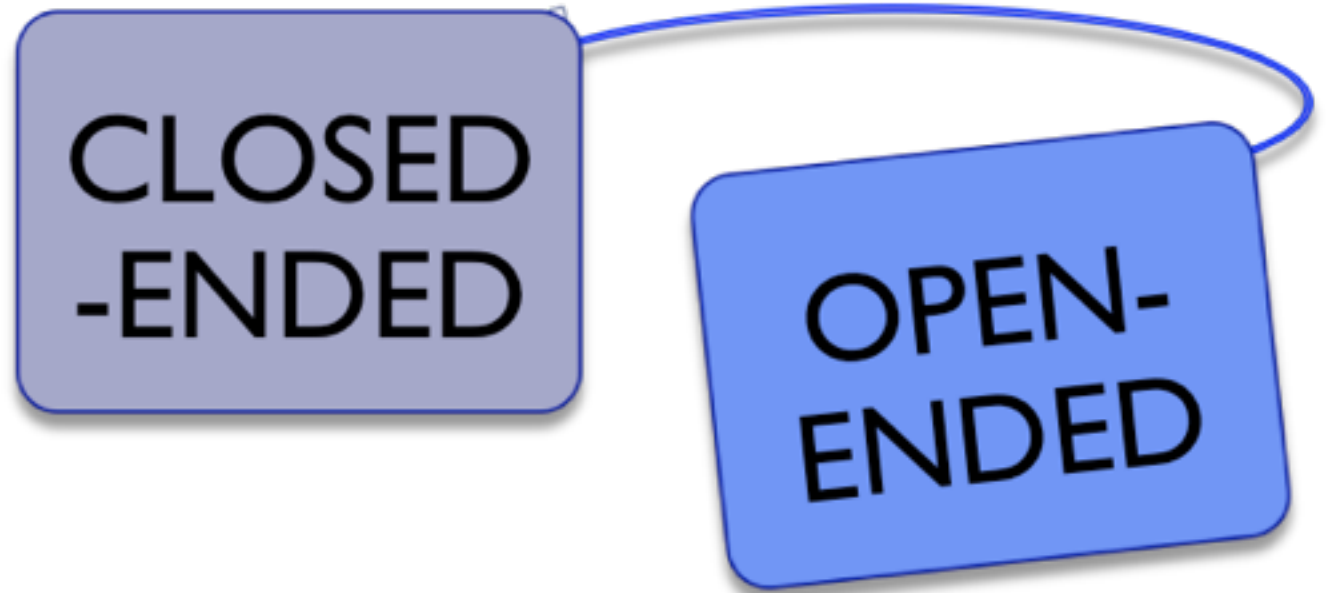
OPEN-
ENDED



Categorize Questions

Closed - yes, no, 1-word or 1 -
right answers

Open - require more explanation

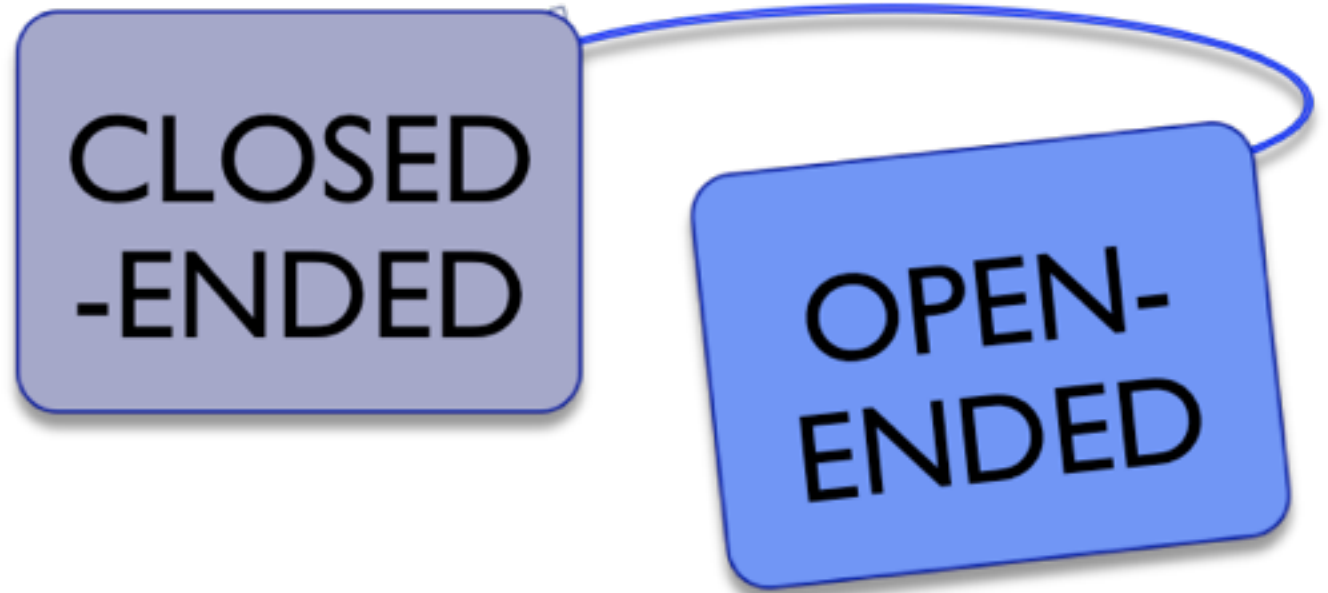




Categorize Questions

Closed - yes, no, 1-word or 1 -
right answers

Open - require more explanation



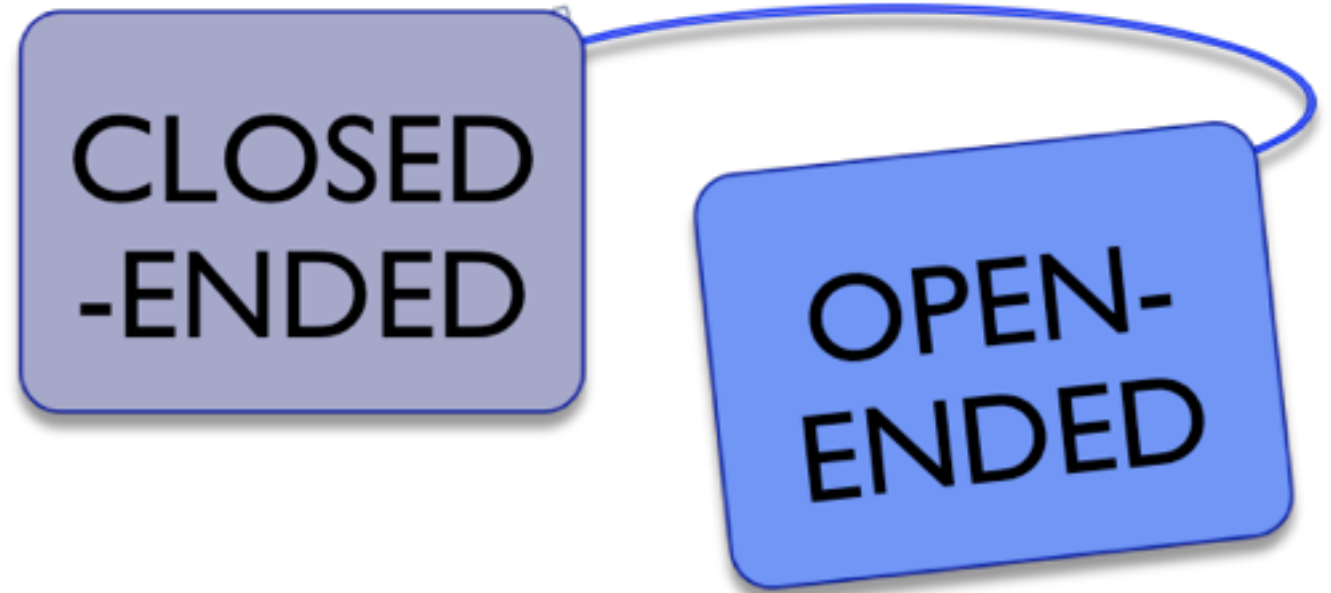


Play with your Questions...

Advantages?

Disadvantages?

Move one of each to the other...

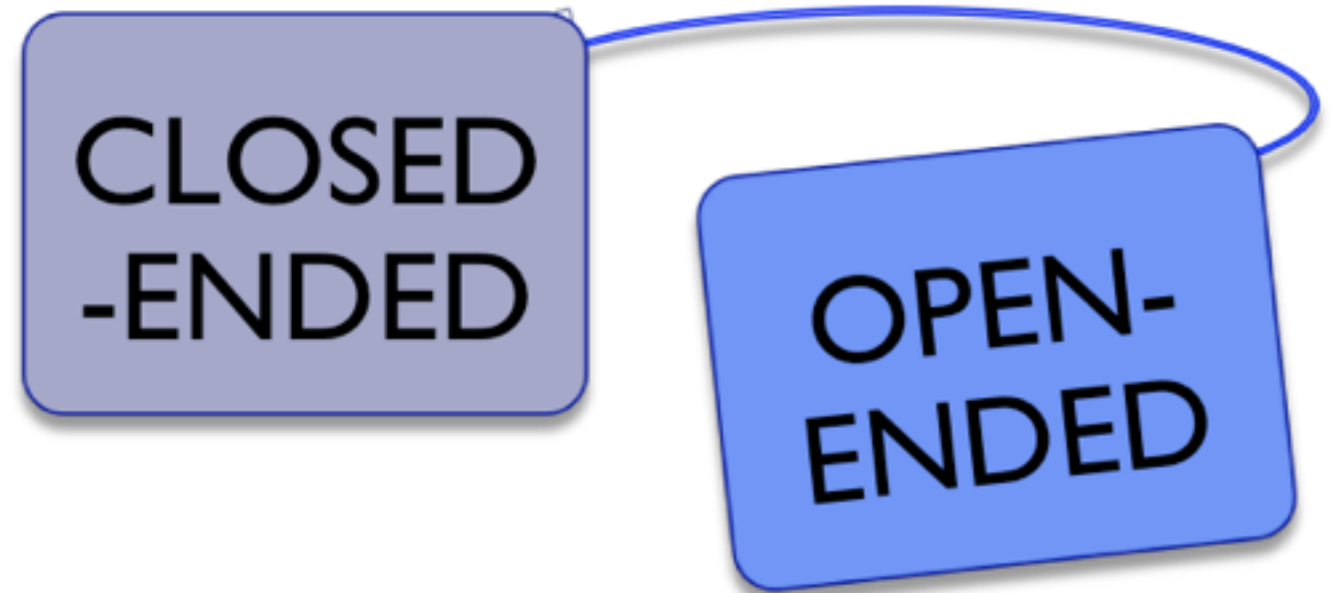




Categorizing Questions

OR....

- Need to know/Nice to know
- Fact/Opinion
- In the text/Not in the text
- By topic or stem
- Other...?





Inviting Questions

Problem/Challenge
Driving Questions
Need to Knows

Problem Statement:

How do we as
investigative
journalists create a
documentary report
so we can examine
the effects of
religious diversity
among teens?

Identifying & Sorting 'Need to Knows'...

NEED TO KNOWS

- How does religion impact teens?
- What are the differences and similarities between religions teen practice?
- How does conflict over religious diversity impact our country?
- How has religion in America changed for teens since 9/11 and what does it mean for our future?
- How can peace and religious tolerance exist in a country w/ such diverse religious beliefs and practices?
- Which religions are we talking about?
- How much knowledge is needed of each religion?
- What kinds of interviews?
- Who is being interviewed?
- Do we need to find evidence?
- What is an "intimate" interview?
- What does intimate mean?
- What are the journalistic guidelines?
- How do you get the feel of something by expressing all opinions?
- How do we eliminate bias & cover all perspectives?
- What is PBS?
- What book will we be reading & how will we incorporate it in with our project?
- What is viability?
- How do you create a segment?
- What kind of religious tolerances are there today?
- Is this based around Christianity or all religions?
- What cultures are compared to make religious predictions?
- How will we investigate the complex relationship between teens & God?
- How has religion changed & affected teens in the past?
- How has religion played out in past times?
- What do people do in specific religions?
- How do historic events shape religion?
- What is the country's religious history?
- What are some similarities & differences between diverse religions?
- What are the viewpoints on religious diversity?
- Where do we find evidence?
- How would America's emerging youth be taught from these religions?
- Do we include a point-of-view from all religions?
- Do we video the interview?
- How does religion affect politics?
- How long must the documentary be?
- How do teens' views affect adults?
- Teens of what age?
- What are evidence based narratives?
- How do we write a documentary?
- How will religion affect teens in the 21st century?
- Will teens move away from religion?
- How has religion impacted teens other than 9/11?
- What different religions are the youth coming up with?
- How do we take an accurate poll of America's youth?
- What are the intimate looks into the diverse minds & faiths of America's emerging youth?
- What is the conflict over religious diversity?

A Questioning Toolkit

Each district should create a Questioning Toolkit which contains several dozen kinds of questions and questioning tools. This Questioning Toolkit should be printed in large type on posters which reside on classroom walls close by networked, information-rich computers.

Portions of the Questioning Toolkit should be introduced as early as Kindergarten so that students can bring powerful questioning technologies and techniques with them as they arrive in high school.

Essential Questions	Subsidiary Questions	Hypothetical Questions	Telling Questions	Planning Questions
Organizing Questions	Probing Questions	Sorting & Sifting Questions	Clarification Questions	Strategic Questions
Elaborating Questions	Unanswerable Questions	Inventive Questions	Provocative Questions	Irrelevant Questions
Divergent Questions	Irreverent Questions			

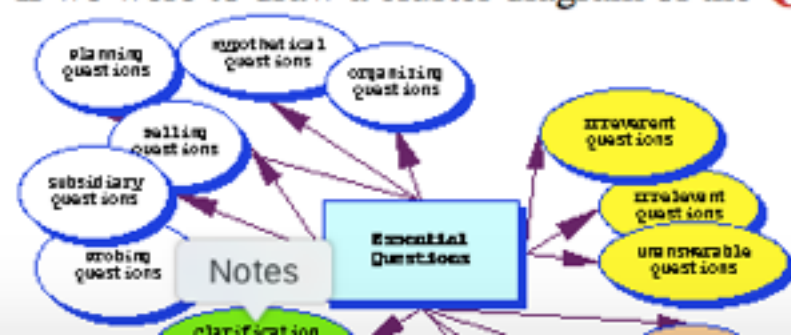
Essential Questions

These are questions which touch our hearts and souls. They are central to our lives. They help to define what it means to be human.

Most important thought during our lives will center on such essential questions.

- What does it mean to be a good friend?
- What kind of friend shall I be?
- Who will I include in my circle of friends?
- How shall I treat my friends?
- How do I cope with the loss of a friend?
- What can I learn about friends and friendships from the novels we read in school?
- How can I be a better friend?

If we were to draw a cluster diagram of the Questioning Toolkit, Essential Questions would be at the center of all the other types of questions. All the other questions and questioning skills serve the purpose of "casting light upon" or illuminating Essential Questions.



Most Essential Questions are interdisciplinary in nature. They cut across the lines created by schools and scholars to mark the terrain of departments and disciplines.

Essential Questions probe the deepest issues confronting us . . . complex and baffling



Frequency builds Fluency

Question Starts
as
Anchor Charts

R

Recall:

Who is ... ?
How did ... ?
How many ... ?
Where did ... ?
What did ... ?
What is ... ?
When did ... ?
Which is ... ?



Cause/Effect:

What caused ... ?
What are the effects of ... ?
Why did ... ?
Why do you think ... ?
What would have happened if ... ?
How did ... effect ... ?
(Some statement) Why?
If ... , then



Idea to Example:

What are some examples of ...
Find some examples of ...
Give an example of ...
What kinds of ... ?
Name some ...



Example to Idea:

What kind of person was ... ?
What is the main idea of ... ?
... is an example of
What word best describes ... ?



Similarities:

How are ... and ... alike?



Prioritize Questions

Choose three questions that...

- most interest you
- you consider to be the most important
- **you want/need to answer first**
- will best help you design your research project, experiment, etc.
- will best help you solve a problem



Why those?

What numbers?

Strategies for synthesizing?



Prioritizing Questions

Criteria set by teacher

- most interest you
- you consider to be the most important
- **you want/need to answer first**
- will best help you design your research project, experiment, etc.
- will best help you solve a problem

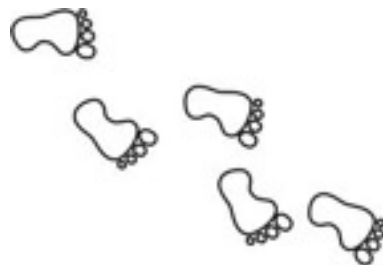


Why those?

What numbers?

Strategies for synthesizing?

Shaped by “Next Steps”...



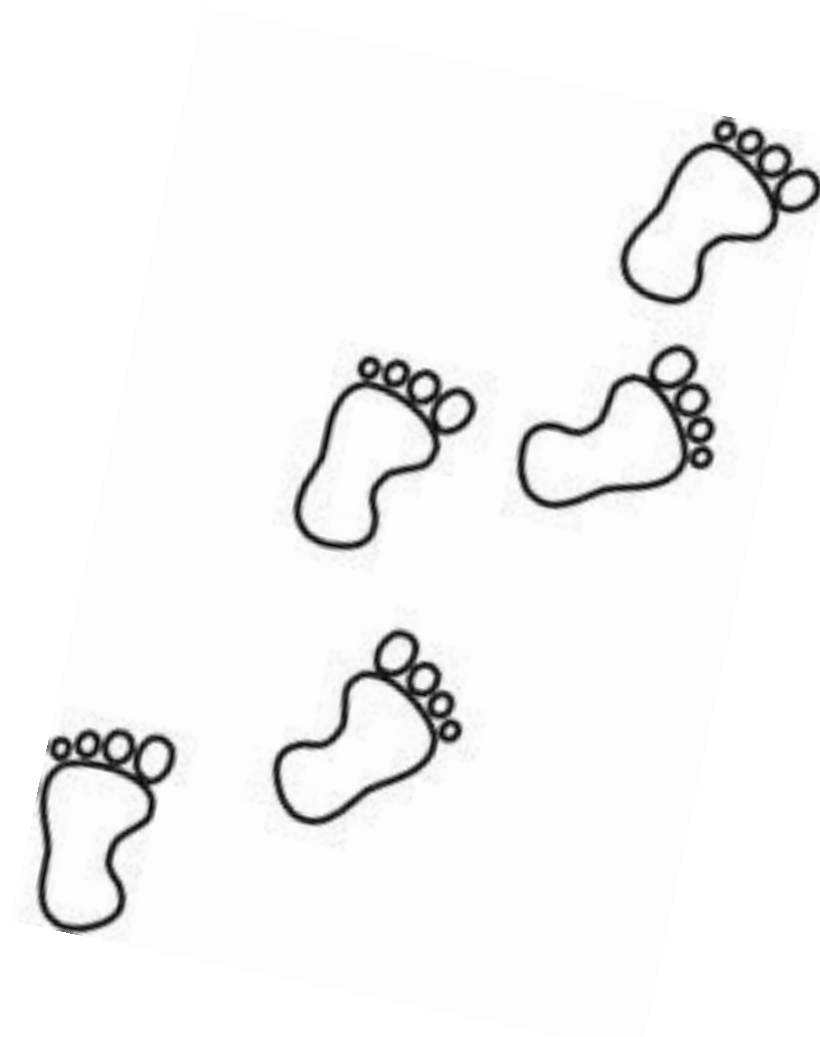
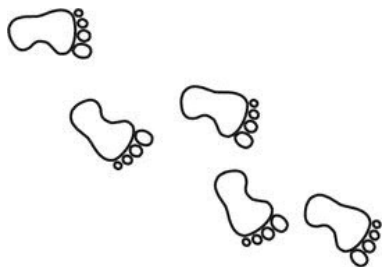


Next Steps

Teacher Choice

Teacher Facilitated Student Choice

Student Choice



- Wonder Wall or Wonder Journal
- 20 minute quick PREsearch & share out
- Independent Research w/ blog post
- Extension
- Option for small group project
- 'Hooks' for upcoming content
- More...

got purpose?

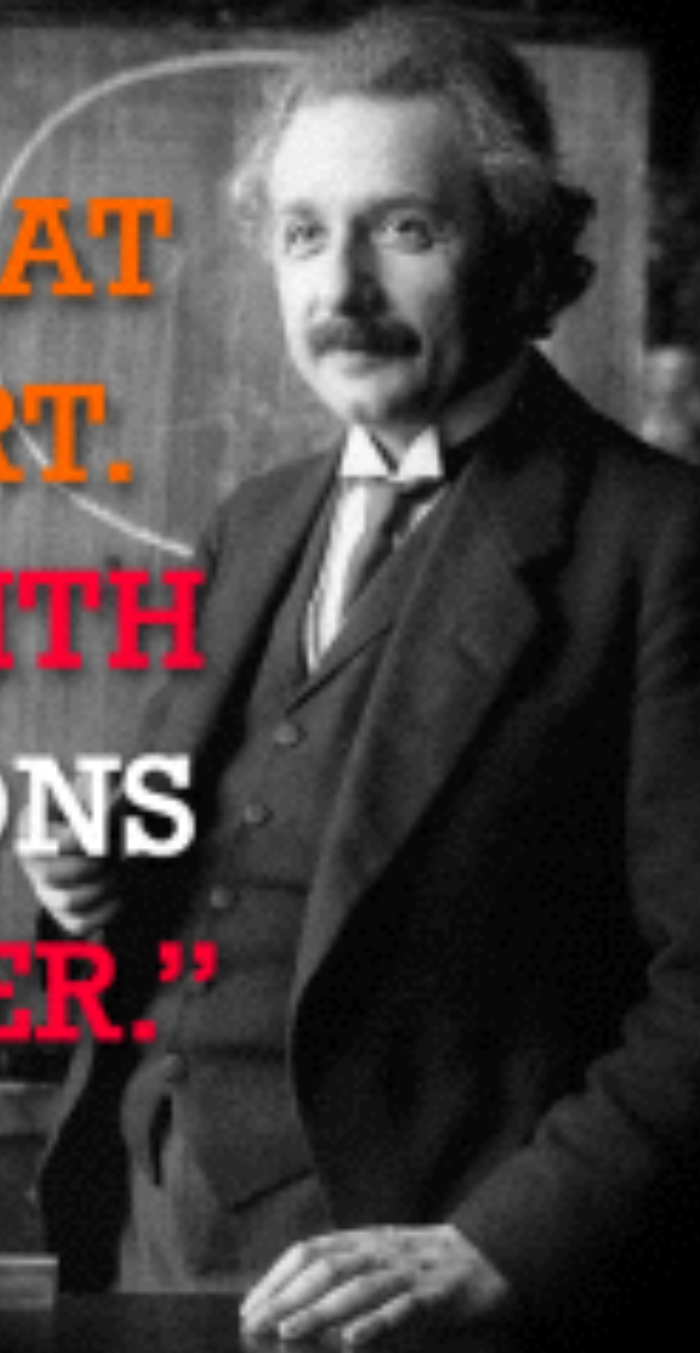
“Bogus Inquiry”

Grant Wiggins

? A More Beautiful Question .com

**“IT’S NOT THAT
I’M SO SMART.
BUT I STAY WITH
THE QUESTIONS
MUCH LONGER.”**

Albert Einstein

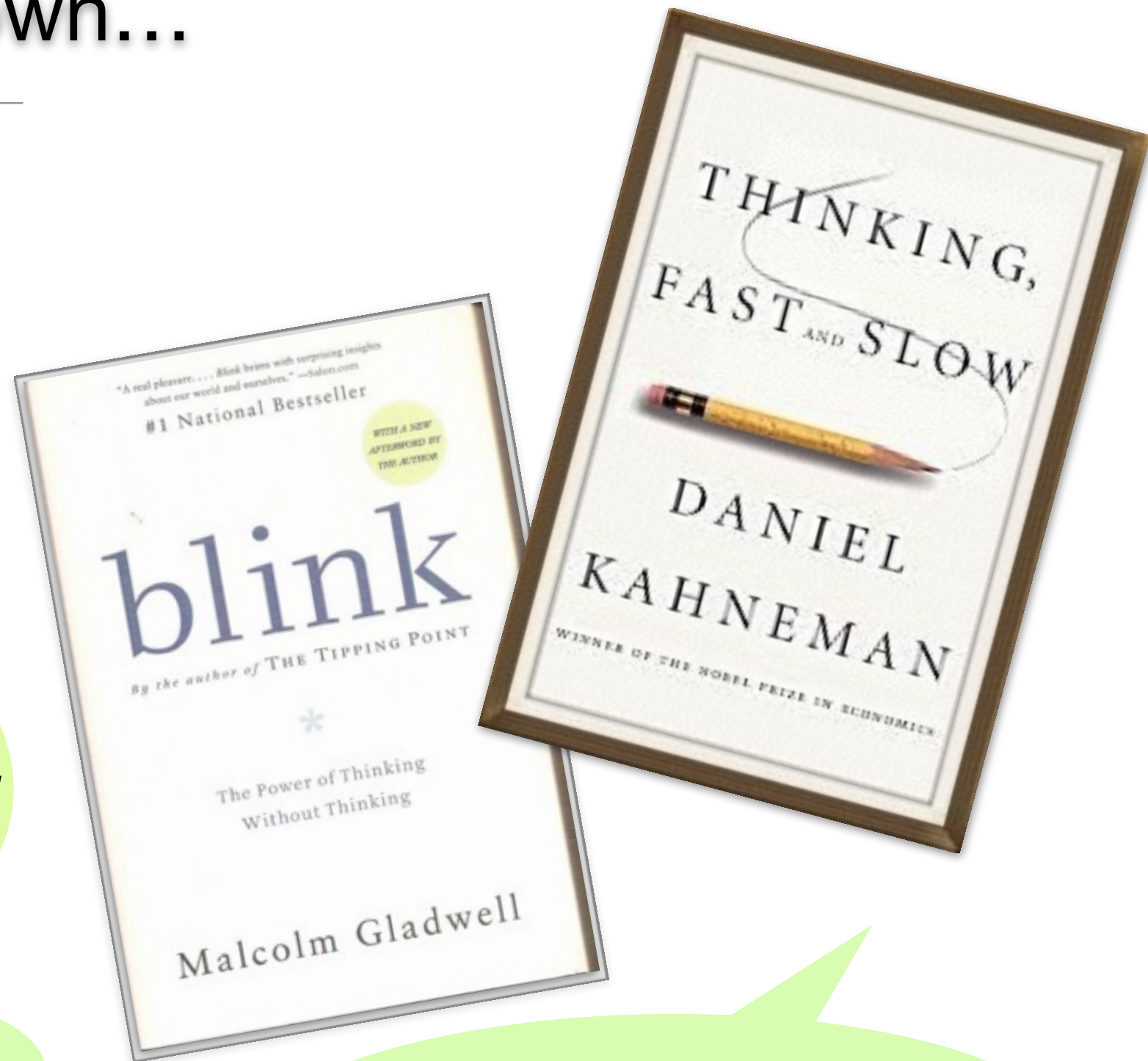


Slowing Thinking Down...

- **Time** to linger...
- **Room** to consider and (re)consider...
- **Cultures** of Constructive Inquiry:

“Right now, I wonder/think...”

“Is this your first question, or your best question?”



“How has your question changed?”



What's Going On In This Picture?

New York Times



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About 36 results (0.63 seconds)



Image size:
592 × 395

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Best guess for this image: **رعب في اسرائيل**

mp4 - YouTube صور ومقاطع تثبت رعب اسرائيل

<https://www.youtube.com/watch?v=EYI-5ulohKk> ▾ [Translate this page](#)

يا الله انت اعلم ان اليهود نجحوا في ان يقتلوا القتل بين العرب ونجحوا في ذلك لكن شعاع النفوس صدقوا - Mar 9, 2012
ذلك وكرهوا اخيهم العربي ومجنوا في الكفار ...

YouTube فيديو يثير الرعب داخل اسرائيل والممنوع عرض مشاهدة -

<https://www.youtube.com/watch?v=GyTGgBvHI2w> ▾ [Translate this page](#)

فيديو يثير الرعب داخل اسرائيل والممنوع عرض مشاهدة. - Mar 30, 2011

Visually similar images

[Report images](#)



What's Going On In This Picture?

Information Literacy



What's Going On In This Picture? (Re)vising Our Thinking

At of Innovation

Why?

...did you/they do it this way?

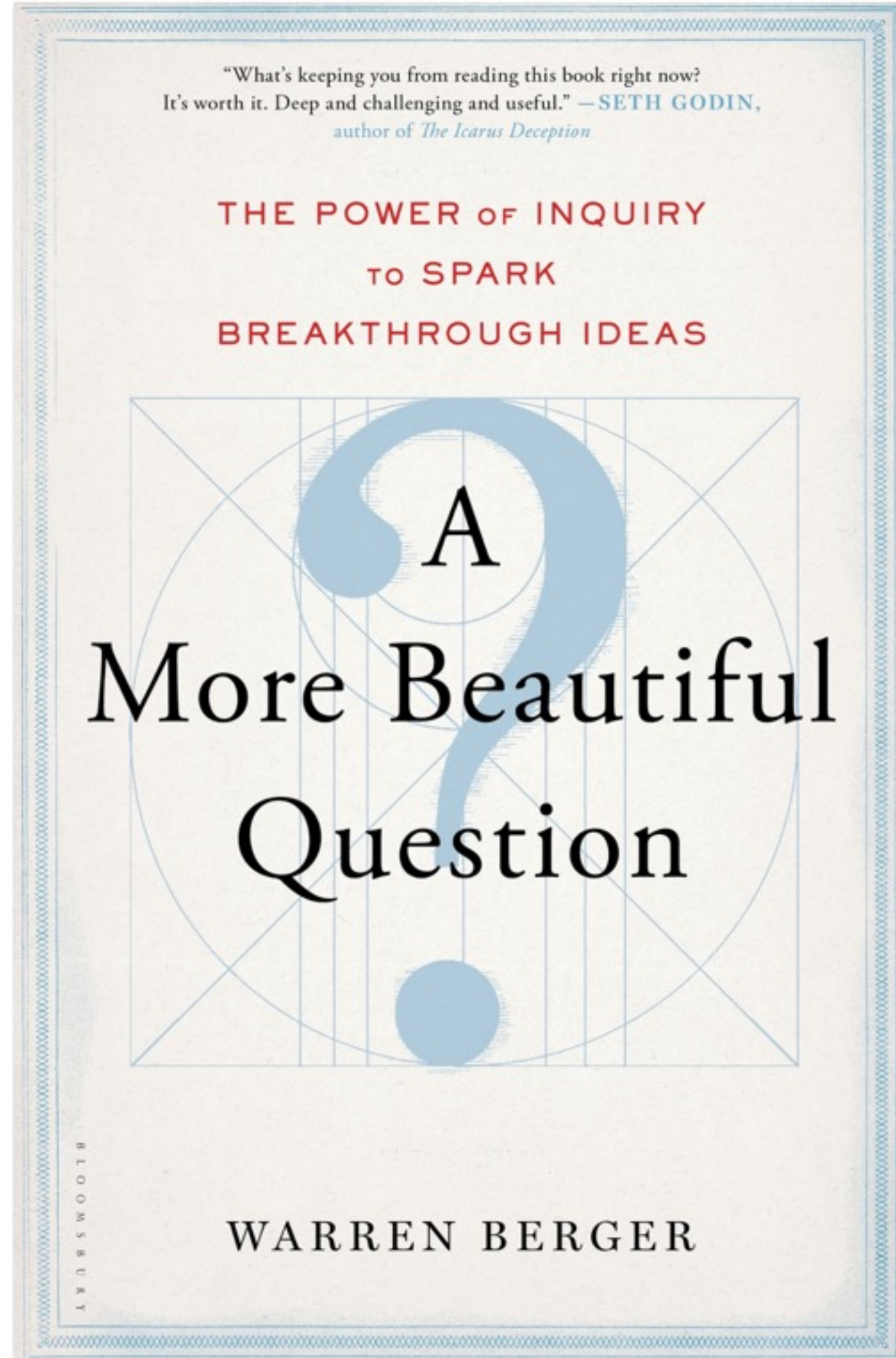
What If?

...we looked at it through another lens?

How?

...might things have worked out differently?

...might this impact ____?



1. Is a trapezium a 3D figure?
2. How many faces, edges, and vertices are in a trapezoid?
3. Who made up a parallelogram?
4. Does a parallelogram and a trapezoid have the same amount of sides?
5. What do the arrows mean?
6. What are the attributes for a trapezoid?
7. Why do trapezium and trapezoid have the same first 6 letters?
8. Does the pronunciation of the words effect the relationship?
9. What does a parallelogram look like?
10. What do trapeziums, trapezoids, and parallelograms have in common?

Trapezium > Trapezoid >
Parallelogram

5th grade Student Qs

Matter is all around us.

Kindergarten

Q-Focus: Matter is all around us.

What is matter? (Alex)

Why is matter all around us? (Lalo and Nyla)

Is air matter? (Nolan)

Why does matter go around us? (Abby)

Is gas matter? (Petra)

Why is matter here? (Paula)

When does matter happen? (Michaela)

Is oil matter? (Benjamin)

Why is matter all around the earth? (Charlotte)

Where does matter come from? (Riley)

When do we see matter around the earth? (Zuri and Dalayah)

Why is matter pink? (Ce'Ana)

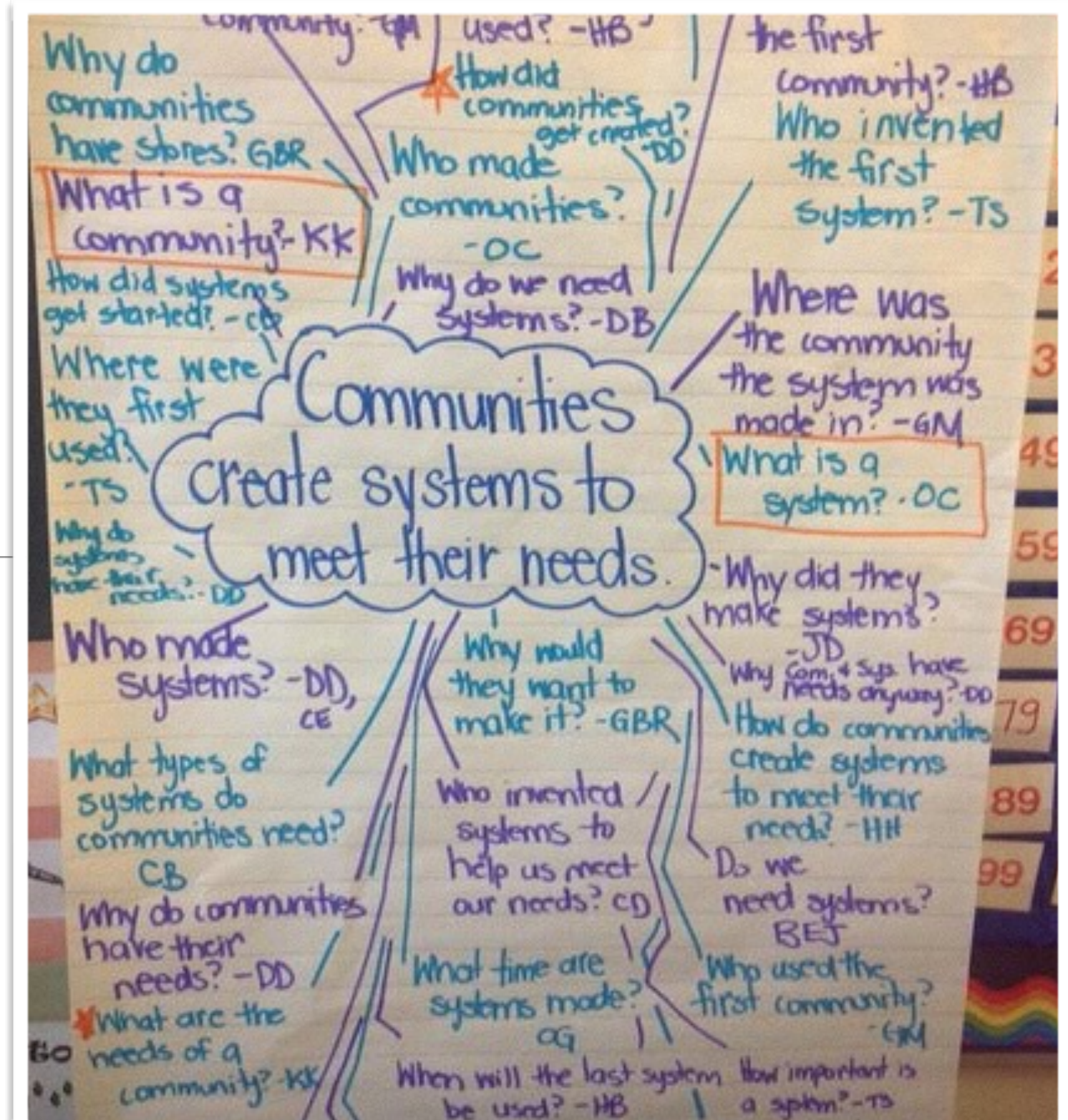
Is matter the same in day and night? (Emilie)

Communities create systems to meet their needs.

3rd grade

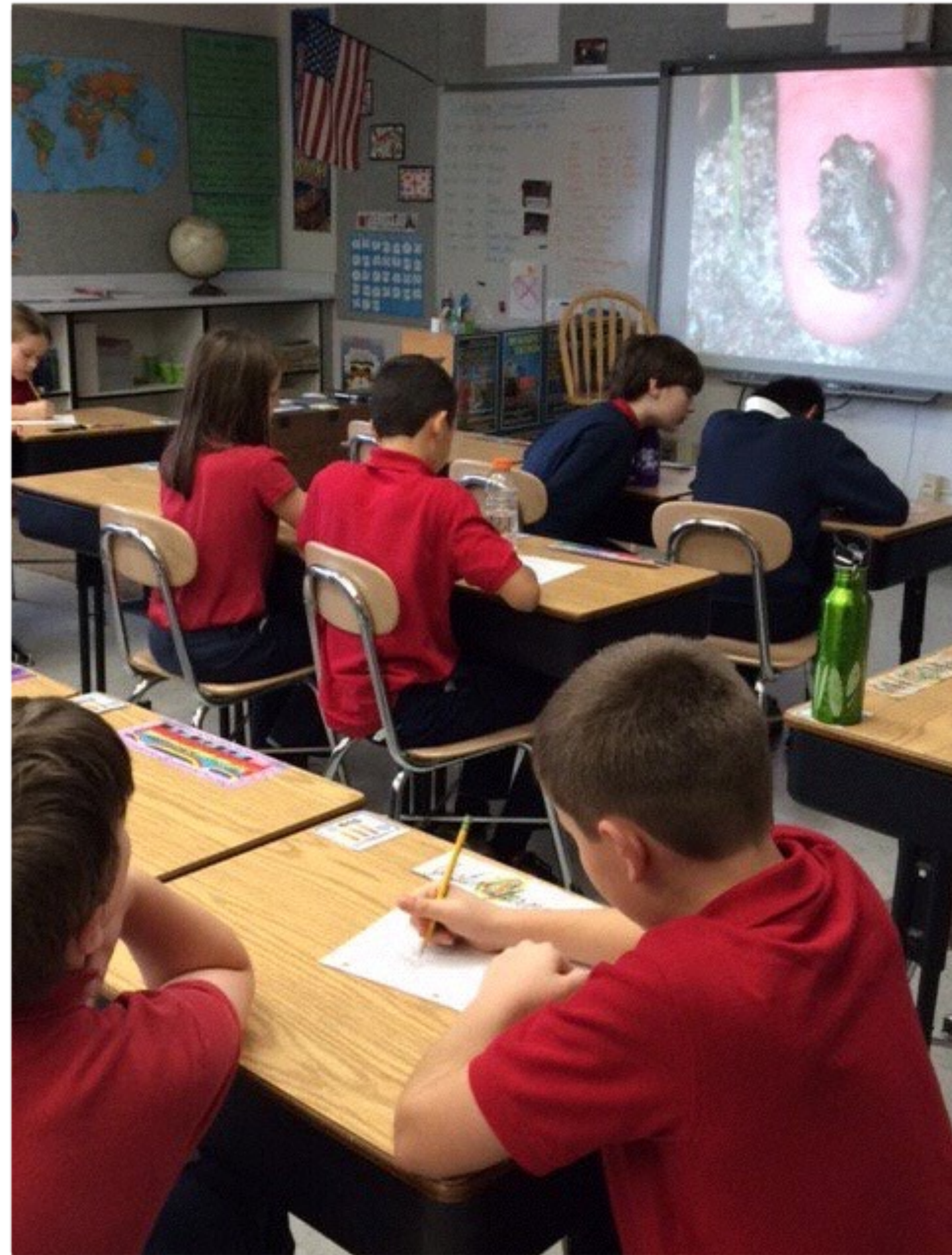
What constitutes a community?

Who is in power within a
community?



Using Images

...as a QFocus!



Slowing Our Thinking...to Reflect

- What connections did you draw to your learning? To student learning?
- What is the value of learning to ask your own questions?
- What's your next step(s)...?





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RMcCloud@birmingham.k12.mi.us

BLC16 Session Evaluation

Thank you for completing this evaluation - your opinion is important to us, and guides our plan for future conferences. Please complete only one evaluation per session. .

Session Name - Do Not Change

BLC16 has automatically inserted the Presenter/Session.

Wilkie_#Q2Learn

How do you rate the presenter's knowledge of his or her topic?

1 2 3 4 5

Very Poor ☐ ☐ ☐ ☐ ☐ Outstanding

I will be able to apply this material to my work...

1 2 3 4 5

Very Little ☐ ☐ ☐ ☐ ☐ Absolutely - Very useful

This presentation stretched my thinking.....

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ to the MAX!